



Hawaii Youth Symphony

*Concert
Preparatory
Packet
for
Teachers*

Hawaii Youth Symphony

Youth Symphony I

Tuesday, February 16, 2016

Kauai Community College, Performing Arts Center

Notes About This Prep Packet

This packet was created to help you prepare your students for your concert.

Generic materials

Because the age of students in the concert audience range from Kindergarten to Grade 8 these materials are rather generic. Please adapt them to your specific grade level and needs.

FREE CD!

Listening CDs are available free of charge. If you would like one, and promise to play it in your classroom, please let the teacher in charge of this field trip know and have them email admin@HiYouthSymphony.org with the request. In order to get the most out of your field trip, it is best that the students come prepared, and that your concert is a culminating activity rather than just exposure.

Note: The sing-along songs on your CD are straightforward versions with no repeats or special endings. Please follow the song leader at the concert.

When to listen

You may set aside time for direct, intentional listening experiences, or you may play the CD during seat work time, transition time or other “down” time. The more the students hear the music, the more they’ll enjoy the concert.

Sing-along songs

Students should practice songs in class and try to memorize them. Use the lyrics creatively in Language Arts!

Worksheets

Several generic worksheets have been created. Some of them require that students have the two pages of information about the instruments families, found in the Student Resources packet.

Web resources

Students will love these interactive websites:

Dallas Symphony Orchestra - all about the instruments, including sound samples!

<http://www.dsokids.com/listen/by-instrument/.aspx> or go to www.dsokids.com, click on **Listen** and click on **By Instrument**

Carnegie Hall’s “The Young Person’s Guide to the Orchestra” - an awesome quest game! Learn about the instruments while finding and collecting them. It takes several days to complete.

<http://listeningadventures.carnegiehall.org/ypgto/index.aspx>

Students will need to create a user ID and password. Teachers may create a class list and monitor student progress in the **Instructor Module**.

<http://listeningadventures.carnegiehall.org/ypgto/teachers/logon.aspx>

**Music Standard/Benchmarks for DOE Schools
Hawaii Youth Symphony Concerts
February 2016**

HCPS III Music: Understands and applies elements of music and understands how music communicates ideas, feelings, and experiences across cultures

Grade K

Benchmark FA.K.2.2 Demonstrate simple representation of high and low, short and long, loud and soft, fast and slow **(use concert pieces as examples)**

Benchmark FA.K.2.3 Use an instrument to maintain a steady beat using quarter notes and quarter rests **(clap/play to recordings of concert pieces)**

Benchmark FA.K.2.4 Identify various sources of music that can be heard in daily life and their purpose **(name the orchestra as a source of music)**

Grade 1

Benchmark FA.1.2.5 Sing a simple song with appropriate vocal range from memory **(learn and sing the sing-along songs)**

Benchmark FA.1.2.6 Identify families of instruments and how each sound is produced **(learn about instruments)**

Benchmark FA.1.2.7 Explain how music can communicate ideas and moods **(explain what the music makes you feel or think of)**

Grade 2

Benchmark FA.2.2.4 Describe instrument families and sounds from various cultures **(learn about instruments)**

Music Standard/Benchmarks for DOE Schools

HCPS III Music: Understands and applies elements of music and understands how music communicates ideas, feelings, and experiences across cultures

Grade 3

Benchmark FA.3.2.3 Identify simple musical forms and melodic or rhythmic ostinato (repeated) pattern (musical form of sing-along song or concert pieces)

Benchmark FA.3.2.4 Identify the basic instruments of the orchestra by sight, sound, and category, e.g., brass, woodwind, percussion, strings (learn about instruments)

Benchmark FA.3.2.8 Use specific musical terms, e.g., dynamics, tempo, to respond to elements of a musical performance (post-concert discussion/reflection)

Grade 4

Benchmark FA.4.2.4 Identify musical forms (e.g., rondos), theme, and variations (identify musical form of concert pieces)

Benchmark FA.4.2.6 Compare and contrast musical styles from two or more cultures (---depends on concert pieces)

Grade 5

Benchmark FA.5.2.5 Analyze musical elements when explaining or critiquing a musical selection or musical performance (analyze concert pieces)

Benchmark FA.5.2.6 Compare the use of musical elements in aural examples of American music and in music from other cultures (--depends on concert pieces)

Grade 6-8

Benchmark FA.6-8.2.7 Evaluate the effectiveness of a musical performance or composition (evaluate effectiveness of concert or piece)

Benchmark FA.6-8.2.8 Compare the role of music and composers in various cultures and time periods (learn background of pieces and composers, compare)



Hawaii Youth Symphony

“Kauai Listen & Learn” School Concert

Tuesday, February 16, 2016

9:00 am and 10:30 am

Youth Symphony I

Henry Miyamura, Conductor

Selections/excerpts to be chosen from the following:

The Star-Spangled Banner (*sing-along*)

Francis Scott Key
arr. Arthur Luck

Hawai‘i Pono‘i (*sing-along*)

Henri Berger
Words by King David Kalakaua
arr. John Smith

Il Guarany

A. Carlos Gomez

*Concert Suite from Harry Potter and
the Goblet of Fire*

Patrick Doyle & John Williams
arr. Jerry Brubaker

America the Beautiful (*sing-along*)

Samuel A. Ward
Lyrics by Katharine Lee Bates
arr. Arthur Luck

Lord of the Dance

Ronan Hardiman
arr. Larry Moore

The Thunderer March

John Philip Sousa

Program Notes and Background Information
Youth Symphony I
February 16, 2016

Youth Symphony I will play excerpts from the following pieces:

Il Guarany Overture

An overture is music that is played at the beginning of an opera. Its purpose is similar to that of music played during opening credits of today's movies. Operatic overtures feature important arias (songs of solo voice) and other music that whet the audience's appetite and give them a foretaste of things to come.

Antônio Carlos Gomez (1836 -1896), known as Carlos Gomez (or Gomes), was the first New World composer whose work was accepted by Europe. The Brazilian showed so much promise as a young composer that he won a government scholarship to study in Milan in the 1860s. His operas were so masterful that he was compared to Italian composers such as Rossini and Verdi.

An exotic setting! A love quadrangle! A death sentence! A destructive explosion! Gomez's grand opera *Il Guarany* was first performed in Milan in 1870. It tells the story of the forbidden love of an Amazon Indian chief (from the Guarani tribe) and the daughter of the Portuguese governor. Gomez used several tribal melodies to add a local flavor to the opera. The opera is the most successful opera in Brazil. Its overture remains popular in orchestral and concert band repertoire.

Listen for:

- sounds describing plotting by villains, and battling between native tribes
- a warm love theme (although the love was forbidden)

Concert Suite from Harry Potter and the Goblet of Fire

Although film composer John Williams wrote the music for the first three Harry Potter movies, he did not compose the music for *Harry Potter and the Goblet of Fire*. However, a fragment of the familiar "Hedwig's Theme" can be heard twice in this suite. Patrick Doyle (b. 1953), a Scottish musician and film score composer, took on the challenge of composing the score for the fourth Harry Potter movie after Williams went on to other projects. Sections of the suite and corresponding movie scenes:

- The Quidditch World Cup (The Irish) - Harry, Ron and Hermione attend a quidditch match between Ireland and Bulgaria
- Potter Waltz - first dance at the Yule Ball
- Hogwarts Hymn (not used in the movie)

Listen for:

- timpani and tom drums that represent Irish drums (bodhráns and lambegs)
- 3/4 meter (3 beats to a measure) of the waltz
- contrasting quiet and loud sections
- music depicting good and evil

The Lord of the Dance

You can always come back “home” to music. Irish composer Ronan Hardiman (b. 1962) studied classical piano as a child, but at age thirteen, he became fascinated with rock music. Unable to make a career in music, he worked in a bank for twelve years before returning to music. Hardiman’s hit CD *The Lord of the Dance* has sold more than 1.5 million copies since its release in 1996. Its Irish flavor provided the soundtrack for Michael Flatley’s acclaimed dance extravaganza of the same name. It was awarded the title “Best Traditional Album” of 1997 by the Irish Recorded Music Association.

Listen for:

- quiet opening with chimes
- pennywhistle (Irish tin flute) solos
- shoes used as percussion instruments
- thundering drums and Irish fiddles
- Lord of the Dance melody, the same as the Shaker hymn “Simple Gifts”

The Thunderer

John Philip Sousa (1854-1932) was an American composer and conductor, known especially for his American military and patriotic marches. Because of his mastery of march composition he is known as "The March King." *The Thunderer* (1889) is one of Sousa's most famous marches. The origin of the name is not known, though it is speculated that it gets its name from the "pyrotechnic" effects of the drums.

Sing-along Songs

The Star-Spangled Banner
Hawai‘i Pono‘i

America the Beautiful

These songs should be familiar to students of all ages. They should be part of their “must know” repertoire. Please have students memorize lyrics, not only for the concert, but to add to their general knowledge. These songs are included on the concert preparation CD. If you haven’t ordered one when you made your reservations, would like one, and promise to play it in your classroom, please email admin@HiYouthSymphony.org and request a free copy.

Youth Symphony I Sing-along Lyrics

Tuesday, February 16, 2016

The Star-Spangled Banner

O say can you see by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes and bright stars through the perilous fight
O'er the ramparts we watched, were so gallantly streaming?
And the rocket's red glare, the bombs bursting in air,
Gave proof through the night that our flag was still there,
O say does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

Hawai'i Pono'i

Hawai'ipono'i, nānāikoumo'i
Kalaniali'i, keali'i
Makualani ē, Kamehameha ē
Na kua e pale, me kaihe

America the Beautiful

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain!
America! America!
God shed his grace on thee.
And crown thy good with brotherhood
From sea to shining sea!

Youth Symphony I Sing-along Lyrics

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The Star-Spangled Banner

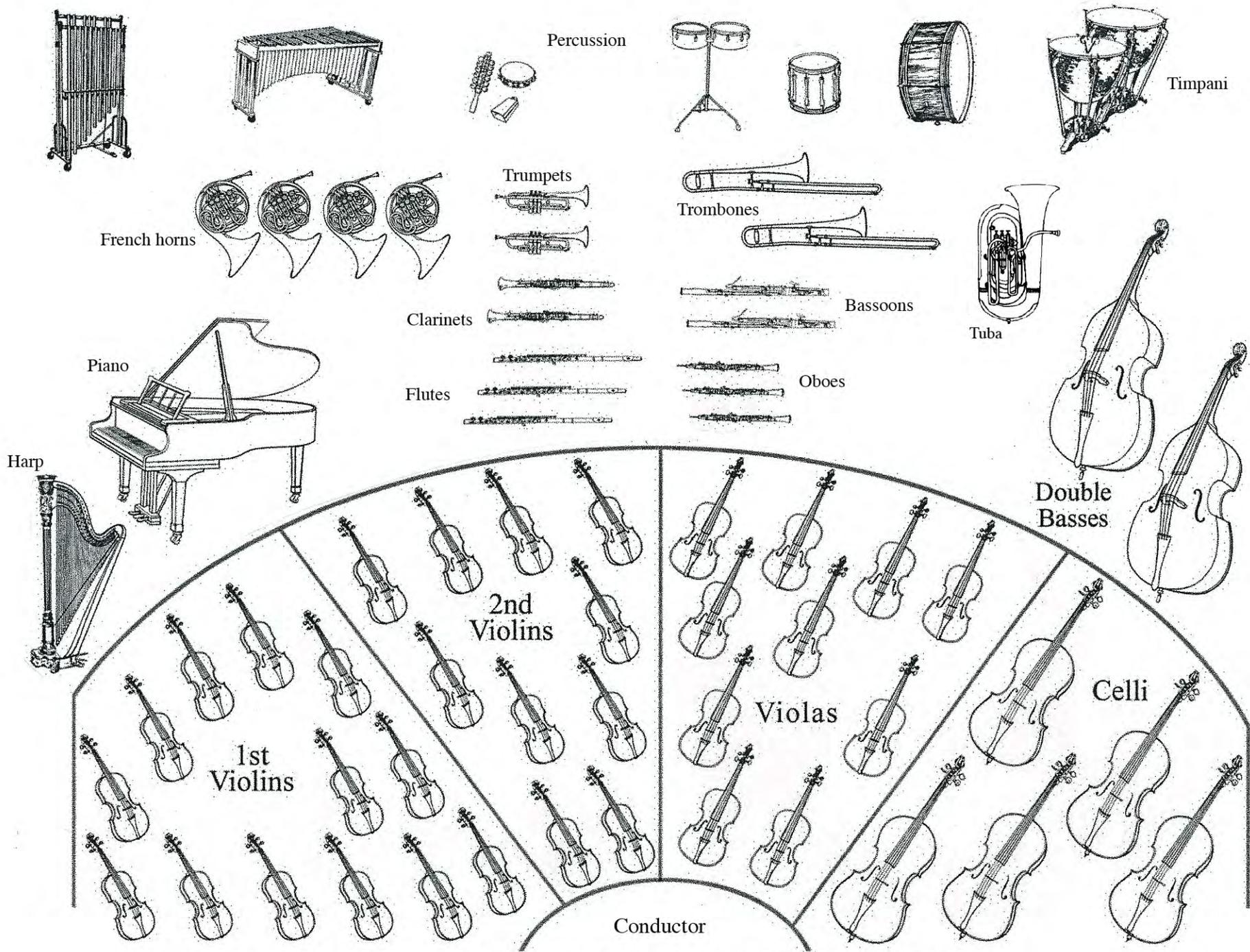
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Hawaii Youth Symphony Seating Chart